



Coupe Green  
Primary School  
HOUGHTON



## 'Learning together, supporting each other'

YEAR GROUP: 3/4 (Ash Class)		TERM: Summer 2	Theme: Tales from the Past			
			Key Text:	The True Story of the 3 Little Pigs by Jon Scieszka		
			Enrichment Opportunities	A visit to Walker Art Gallery to participate in an Art workshop.		
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge		Objectives	Future Learning
English	Fairy Tales					
	- Traditional tales with a twist (Yr2 Autumn 2) - Fables (Ash Autumn 2: Cycle A)	<b>Reading</b> -Know how to make predictions. -Know how to explain the meaning of unfamiliar words by using context. -Know how to explain the meaning of key vocabulary within the context of the text. -Know how to make inferences by using evidence from the text. -Know how to make inferences by using point and evidence. -Know how to identify a key idea in a text. -Know how to identify the main ideas from more than one paragraph and summarise these. -Know how to retell a fairy tale.	<b>Reading</b> -Read, listen and discuss a variety of fairy tales. -Identify, analyse and discuss themes. -Read and analyse a fairy tale to plan and write their own versions. -Predict what is happening next in the text. -Raise questions during the reading process to deepen understanding. -Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.  <b>Writing</b> -Discuss and record ideas for planning.		<b>Reading</b> -To make predictions based on information stated and implied. -To explain the meaning of unfamiliar words by using the context. -To explain the meaning of key vocabulary within the context of the text. -To draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. -To draw inferences around characters’ thoughts, feelings, actions and motives, and justify with	- Legends (Maple Autumn 2: Cycle A) - Fables (Ash Autumn 2: Cycle A)

		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Know how to apply inverted commas to punctuate direct speech.</li> <li>-Know how to apply inverted commas and other punctuation in direct speech.</li> <li>-Know to how use a range of subordinating conjunctions to make complex sentences.</li> <li>-Know how to use prepositions.</li> <li>-Know how to apply fronted adverbials for where and when.</li> <li>-Know how to create a plot based on a model text.</li> <li>-Know how to write an opening paragraph which combines the introduction of a setting and characters.</li> <li>-Know how to develop a setting with characters using vocabulary to create emphasis, humour, atmosphere and suspense.</li> <li>-Know how to organise paragraphs in a narrative.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To know how to spell words that are homophones.</li> <li>-To know how to spell words ending in '-al'</li> <li>-To know how to spell words ending in '-ious' and '-eous'</li> <li>-To know how to spell words where 'au' makes an /or/ sound</li> </ul>	<ul style="list-style-type: none"> <li>-Identify inverted commas to punctuate direct speech.</li> <li>-Identify inverted commas and other punctuation to indicate direct speech.</li> <li>-Identify effective prepositions.</li> <li>-Identify fronted adverbials for where and when.</li> <li>-Create complex sentences using a range of conjunctions.</li> <li>-Generate vocabulary banks.</li> <li>-Create and develop plots based on a model.</li> <li>-Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>-Plan and write an opening paragraph which combines the introduction of a setting and character/s.</li> <li>-Organise paragraphs in narrative.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-Segment words into the correct syllables and phonemes.</li> </ul>	<p>evidence from the text using point and evidence.</p> <ul style="list-style-type: none"> <li>-To identify a key idea in a paragraph.</li> <li>-To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- To use inverted commas to punctuate direct speech.</li> <li>-To use inverted commas and other punctuation to indicate direct speech.</li> <li>- To select, generate and effectively use prepositions for where.</li> <li>-To create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</li> <li>- To explore, identify and create complex sentences using a range of conjunctions.</li> <li>- To create sentences with fronted adverbials for when.</li> <li>-To generate and select from vocabulary banks for a fairy tale.</li> </ul>	
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				<ul style="list-style-type: none"><li>-To create a plot based on a model.</li><li>-To plan and write an opening paragraph which combines the introduction of a setting and character/s.</li><li>-To develop a setting with characters using vocabulary to create emphasis, humour, atmosphere, suspense.</li><li>-To check for errors in spelling, grammar and punctuation in own and others' writing.</li></ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>-To spell words that are homophones.</li><li>-To spell words ending in '-al'</li><li>-To spell words ending in '-ious' and '-eous'</li><li>-To spell words where 'au' makes an /or/ sound</li></ul>	
	<b>Key Vocabulary</b>	<b>Vocab from key texts</b> <b>Grammar vocab</b>	<b>Deeper Learning</b>	<b>Challenge skills for writing and comprehension only.</b>	
<b>Newspapers</b>					
<ul style="list-style-type: none"><li>- Explanation Texts (Yr2 Summer 1)</li><li>- Explanations (Ash Summer 2: Cycle A)</li></ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>-Know how information is organised in newspapers.</li><li>-Know how to scan for dates, numbers and names.</li><li>-Know how to locate and retrieve information in print and on screen.</li><li>-Know how to generate questions for the text.</li></ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>-Read books and texts for a range of purposes and respond in a variety of ways.</li><li>-Discuss a range of newspapers in print and on screen.</li></ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>- To identify how specific information is organised within a newspaper text.</li><li>-To scan for dates, numbers and names.</li></ul>	<ul style="list-style-type: none"><li>- Information Booklets (Maple Spring 1: Cycle A)</li><li>- Newspaper Reports (Maple Spring 1: Cycle B)</li></ul>	

		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Know how to identify determiners.</li> <li>-Know how to select and use pronouns.</li> <li>-Know how to use noun phrases.</li> <li>- Know how to use expanded noun phrases.</li> <li>-Know how to link ideas within paragraphs.</li> <li>-Know how to record ideas for planning a newspaper article.</li> <li>-Know how to write a newspaper article.</li> <li>-Know how to use heading and subheadings.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-To know spell words ending in 'le'.</li> <li>-To know spell words ending in 'tion'.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate active reading strategies e.g. <i>generating questions, finding answers.</i></li> <li>-Analyse and evaluate texts looking at language, structure and presentation.</li> <li>-Analyse and evaluate how specific information is organised within a newspaper text.</li> <li>-Discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>-Navigate texts to locate and retrieve information in print and on screen.</li> <li>-Explain how paragraphs are used to order ideas, and how they are linked.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Identify which determiner to use according to whether the next word begins with a consonant or vowel.</li> <li>- Identify, select and effectively use pronouns.</li> <li>-Explore, identify, collect and use noun phrases.</li> <li>- Explore, identify, collect and use expanded noun phrases.</li> <li>-Read and analyse non-fiction in order to plan and write their own versions.</li> <li>-Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</li> <li>-Discuss and record ideas for planning.</li> </ul>	<ul style="list-style-type: none"> <li>-To locate and retrieve information in print and on screen.</li> <li>-To generate questions about the information in newspapers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-To use the determiner a or an according to whether the next word begins with a consonant or vowel.</li> <li>-To select and effectively use pronouns.</li> <li>-To identify, collect and use noun phrases.</li> <li>- To identify, collect and use expanded noun phrases.</li> <li>-To link ideas within paragraphs e.g. fronted adverbials for when and where.</li> <li>-To discuss and record ideas for planning a newspaper article.</li> <li>-To write a newspaper article based on The Three Little Pigs.</li> <li>-To use headings and sub headings to organise information.</li> <li>-To check for errors in spelling, grammar and</li> </ul>	
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			<div>-Organise paragraphs in a newspaper report. <b>Spelling</b> -Segment words into the correct syllables and phonemes</div>	<div>punctuation in own and others’ writing. <b>Spelling</b> -To spell words ending in ‘-le’. -To spell words ending in ‘-tion’.</div>	
	<b>Key Vocabulary</b>	<b>Vocab from key texts</b> <b>Grammar vocab</b>		<b>Deeper Learning</b>	<b>Challenge skills for writing and comprehension only.</b>
<b>Maths</b>	<div>- Statistics - Geometry: Properties of Shapes</div>		<b>Select the files to the right for more detailed guidance.</b>	<div> Year-3-and-4-Mixed-Age-Guidance-Summ  Year-3-and-4-Mixed-Age-Guidance-Summ</div>	
<b>Science (States of Matter)</b>	<b>What are the different states of matter?</b>				
	<div>- Can describe the physical properties of everyday materials (Year 1) - Know that some solid shapes can be changed through squashing, bending, twisting and stretching (Year 2)</div>	<div>- A solid is hard to touch and its particles are tightly packed together; even though they vibrate slightly, they do not move out of position. - A liquid flows and its particles are close together; however they do not have a regular arrangement. - Gases move freely and their particles are well separated with no regular arrangement. - Water (liquid) freezes at 0 degrees Celsius and becomes ice (solid). - Water (liquid) boils at 100 degrees Celsius and becomes water vapour (gas). - Know the basic process of the water cycle.</div>	<div>- ask relevant questions and use different types of scientific enquiries to answer them. - make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers, rulers, stopwatches, measuring cylinders and jugs. - record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - draw conclusions and support with clear evidence, suggest improvements, raise further questions and possible next investigations.</div>	<div>- To group materials based on their state of matter (solid, liquid, gas). - To describe how some materials can change state. - To explore how materials change state. - To measure the temperature at which materials change state. - To describe the water cycle. - To explain the part played by evaporation and condensation in the water cycle. - To explain what happens over time to materials such as puddles and or washing on the line. - To relate temperature to changes in states of materials.</div>	<div>- Materials (Maple, Autumn 1: Cycle A)</div>

				<ul style="list-style-type: none"><li>- To use observations and knowledge to answer scientific questions.</li><li>- To set up a simple enquiry to explore a scientific question.</li><li>- To use equipment, including thermometers and data loggers to make measurements.</li><li>- To make a prediction with a reason.</li></ul>	
	<b>Key Vocabulary</b>	Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle, precipitation, condensation		<b>Deeper Learning</b>	Encourage students to observe and explain real-life scenarios related to states of matter, such as why water evaporates on a hot day or why ice cream melts. Students can discuss the processes that occur during these scenarios and describe how particles behave during each stage
<b>History (Significant people from History)</b>	<b>Why are some people from history so important?</b>				
	<ul style="list-style-type: none"><li>- Rosa Parks and Emily Davison (Yr1, Summer term)</li></ul>	<ul style="list-style-type: none"><li>- Mary Seacole was a Jamaican-British nurse and businesswoman who became famous for her work during the Crimean War.</li><li>- When she was a young woman, Mary Seacole learned about different types of medicine and nursing practices during her travels.</li><li>- Despite facing racism and discrimination, Mary Seacole became known for her skill as a nurse and her kindness to wounded soldiers. She often risked her own life to tend to the sick and injured.</li><li>- Today, Mary Seacole is remembered as a pioneering nurse</li></ul>	<ul style="list-style-type: none"><li>- Make links between events from the past and life today.</li><li>- Decide how to organise historical information when sharing with others.</li><li>- Recognise the importance of dates when talking about the past.</li><li>- Make comparisons between the lives of significant people from history</li><li>- Recognise why people in the past acted as they did.</li></ul>	<ul style="list-style-type: none"><li>- <b>To understand some of the ways in which people’s lives have shaped the UK.</b></li><li>- <b>To describe how Britain has influenced and been influenced by the wider world.</b></li><li>- <b>To understand why people may have wanted to do something in the past.</b></li><li>- <b>To describe how some of the things studied from past influence life today.</b></li><li>- <b>To communicate learning in an organised and structured way, using appropriate terminology.</b></li><li>- <b>To discuss significant aspects of and links</b></li></ul>	<ul style="list-style-type: none"><li>- Crime and Punishment through the ages (Elder, Summer 2: Cycle B)</li></ul>

		<p>and an inspiration to people around the world.</p> <ul style="list-style-type: none"> <li>- Grace Darling was an English heroine who became famous for her role in a daring rescue at sea.</li> <li>- In 1838, Grace helped rescue sailors from the Forfarshire – a ship travelling from Hull to Dundee.</li> <li>- Nelson Mandela was born in South Africa in 1918.</li> <li>- He fought for the rights of black people in South Africa and was arrested and put in prison in 1963.</li> <li>- He was set free from prison in 1990 and went on to become the first Black President of South Africa and a civil rights hero.</li> </ul>		<p>between historical events using different genres of media (writing, drawing, diagrams, data-handling drama, ICT etc).</p> <ul style="list-style-type: none"> <li>- To use dates to describe when events happened and compare the duration of events.</li> </ul>	
	<b>Key Vocabulary</b>	Mary Seacole, Nelson Mandela, Grace Darling, racism, discrimination, pioneer, apartheid, prison.	<b>Deeper Learning</b>	<ul style="list-style-type: none"> <li>- Make deeper comparisons between the significant people studied as well as other significant people they know about.</li> <li>- Show a clearer understanding of why people act as they have in the past.</li> </ul>	
<b>Art (Painting)</b>	<b>How did Vincent van Gogh create his masterpieces?</b>				
	<ul style="list-style-type: none"> <li>- Use a variety of brushes and paint types (Yr2)</li> <li>- Create background colours using a wash (Yr2)</li> <li>- Explore primary and secondary colours on a colour wheel (Yr2).</li> </ul>	<ul style="list-style-type: none"> <li>- Van Gogh was a famous Dutch painter born in 1853.</li> <li>- Although enjoying drawing as a child he worked as both a teacher and a minister before working as an artist full time.</li> <li>- Early in his career he used lots of dark colours (browns and dark greens) but later on began to use brighter colours.</li> <li>- Van Gogh didn't find life easy and had poor mental health, however he continued to love painting.</li> <li>- After an argument with a fellow painter (Paul Gauguin) he used a</li> </ul>	<ul style="list-style-type: none"> <li>- Use various thicknesses of brush.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Make appropriate choices about colour and texture for the artwork.</li> <li>- Know the difference between primary and secondary colours.</li> <li>- Know that darker colours and brighter colours impact the mood of a painting.</li> <li>- Use appropriate vocabulary for colour choices.</li> </ul>	<ul style="list-style-type: none"> <li>- To experiment using different effects and textures including blocking in and colouring washes.</li> <li>- To be able to work on a range of scales e.g. thin brushes on small picture.</li> <li>- To create different effects and textures with paint according to what they need for a task.</li> <li>- To use more specific colour language.</li> </ul>	<ul style="list-style-type: none"> <li>- Mix and match colours to create atmosphere and light effects (Yr5)</li> <li>- Develop a painting from a drawing (Yr5).</li> <li>- Create artwork using a variety of sources (Yr5)</li> </ul>

		razor blade to cut off part of his ear. - One of his most famous paintings was 'Sunflowers.'		- To confidently mix primary colours to create secondary colours. - To create background washes using water colours. - To experiment using different effects and textures including thickened paint. - To be able to work on a range of scales and be able to select the appropriate tools. - To mix and use tints and shades to create moods and expression.	
	<b>Key Vocabulary</b>	Van Gogh, colour wash, texture, tints, shades, mood, expression, blocking in, primary colours, secondary colours.	<b>Deeper Learning</b>	- Make more appropriate choices on colour and texture to suit the atmosphere of the painting.	
<b>Music (Recorder)</b>	- Select and use instruments (Yr2) - Represent sounds with symbols (Yr2)	- Know how to place fingers to play a B, A and G note. - Know how to play a note of long or short duration. - Know that a crotchet is a musical note with the time value of one beat.	- Play simple tunes with notes of long and short duration. - Play tunes using notes B, A and G.	- To understand how to hold and blow into a recorder. - To know how to place the fingers and blow correctly to make the note B. - To know how to place the fingers and blow correctly to make the note A. - To play a simple tune using the notes B and A by changing the fingering. - To know how to place the fingers and blow correctly to make the note G. - To play a simple tune using the notes B, A and G by changing the fingering.	- Recorder Stage 2 (Yr5)



				- To play simple tunes with notes of long and short duration. - To play tunes using notes B, A and G.		
	<b>Key Vocabulary</b>	Recorder, notation, note, crotchet,		<b>Deeper Learning</b>	- Read musical notation for simple tunes using notes B, A and G.	
<b>PSHE (Safety and the Changing Body)</b>	<b>Year 3</b>					
	<b>How do we keep ourselves safe?</b>					
	- Safety and the Changing Body (Yr2)	- Understand that cyberbullying is bullying which takes place online. - Know the signs that an email might be fake. - Know the rules for being safe near roads.	- Explore ways to respond to cyberbullying or unkind behaviour online. - Develop skills as a responsible digital citizen. - Identify unsafe things people might do near roads unsafe. - Begin to recognise unsafe digital content.		- To show an understanding that they must consider their own safety before helping others in an emergency situation. - To understand how to help someone who has been bitten or stung. - To write an email with instructions written using positive language. - To create a decision tree showing how to deal with unkind online behaviour and cyberbullying. - To send an email that describes some of the best ways to avoid being tricked by fake emails.	- Safety and the Changing Body (Yr4)
	<b>Key Vocabulary</b>	Allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries		<b>Deeper Learning</b>	Which features can you use on a device to protect you from unsafe content?  Give children opportunities to solve real life problems, giving advice to others regarding online safety. Challenge children to explain why they know an email may be unsafe.	
	<b>Year 4</b>					
	<b>How do we keep ourselves safe?</b>					
	- Safety and the Changing Body (Yr3)	- Understand that there are risks to sharing things online.	- Discuss how to seek help if I need to.		- To understand the reasons for legal age restrictions.	- Safety and the Changing Body (Yr5)

		<ul style="list-style-type: none"> <li>- Know the difference between private and public.</li> <li>- Understand the risks associated with smoking tobacco.</li> <li>- Understand the physical changes to both male and female bodies as people grow from children to adults.</li> <li>- Know that asthma is a condition that causes the airways to narrow.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore what to do if an adult makes me feel uncomfortable.</li> <li>- Learn about the benefits and risks of sharing information online.</li> <li>- Discuss the benefits of being a non-smoker.</li> <li>- Discuss some physical and emotional changes during puberty.</li> <li>- Learn how to help someone who is having an asthma attack.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how quickly information can spread on the internet and some of the risks associated with that.</li> <li>- To assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li> <li>- To understand the difference between private and public, and secrets and surprises.</li> <li>- To understand how search engines work and whether information is useful.</li> <li>- To understand the changes they have already gone through and aware of some changes to come.</li> <li>- To understand that they will change physically as they develop into adults.</li> <li>- Understand some of the risks of smoking and some of the benefits of being a non-smoker.</li> </ul>	
	<b>Key Vocabulary</b>	Age restriction, Asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco	<b>Deeper Learning</b>	Which features can you use on a device to protect you from unsafe content? Write a letter to explain to a younger child why sharing information online can be dangerous.	
<b>Physical Education (Athletics and Striking and Fielding)</b>	<b>Athletics</b>				
	<ul style="list-style-type: none"> <li>- Athletics: Ash Class, Summer 2 (Cycle A)</li> <li>- Athletics: Yr2 Summer 2</li> </ul>	<ul style="list-style-type: none"> <li>- Know a pull action throw is used to throw an object over a long distance.</li> <li>- Know that a push throw is used to throw a heavy object.</li> <li>- Know that bending knees and pushing feet down into the ground can improve a push throw.</li> <li>- Know that a triple jump combines a hop, step and a jump.</li> </ul>	<ul style="list-style-type: none"> <li>- Throw objects over a range of distances using different actions (push, pull, sling).</li> <li>- Jump from two feet to feet for distance.</li> <li>- Combine a hop, step and a jump.</li> <li>- Recognise what they need to do to improve their own performance.</li> <li>- Suggest improvements to others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>- To throw using a pull action.</li> <li>- To explore different running techniques.</li> <li>- To throw using a push action.</li> <li>- To perform the sling throwing action.</li> <li>- To develop jumping actions (two feet to two feet for distance).</li> <li>- To throw for distance using a pull, push and sling throw.</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics: Ash, Summer 2 (Cycle A)</li> <li>- Athletics: Maple, Summer2 (Cycle A)</li> </ul>

			<ul style="list-style-type: none"><li>- Hold a baton / quoit and pass to a partner with speed.</li><li>- Explore combinations of jumps to maximise distance.</li></ul>	<ul style="list-style-type: none"><li>- To pass a quoit/baton to a teammate in a relay.</li><li>- To perform a hop, step and jump.</li><li>- To perform a combination of 5 jumps.</li></ul>	
	<b>Key Vocabulary</b>	Pull action, technique, push action, sling throw, quoit, baton, relay		<b>Deeper Learning</b>	- Children use bodies effectively to improve performance. - Children can evaluate others' performance and suggest ways to increase distance (throw) or speed (run).
	<b>Striking and Fielding - Rounders</b>				
	<ul style="list-style-type: none"><li>- Games: Yr2, Summer Term</li><li>- Striking and Fielding: Ash, Summer2 (Cycle A)</li></ul>	<ul style="list-style-type: none"><li>- Know the correct technique for bowling a ball underarm.</li><li>- Know that tactics can be used to gain an advantage over an opponent.</li><li>- Know an underarm throw is used for accuracy over a short distance.</li><li>- Know that, when fielding it is important to stand in a strategic position.</li></ul>	<ul style="list-style-type: none"><li>- Throw a ball underarm with accuracy.</li><li>- Catch a ball using two hands and one hand over increasing distance. - Bowl a ball with increasing accuracy.</li><li>- Suggest ways of improving own and others' performance.</li></ul>	<ul style="list-style-type: none"><li>- To demonstrate an underarm throw with accuracy.</li><li>- To catch a ball in a striking and fielding game.</li><li>- To strike a ball from a tee or a drop feed.</li><li>- To catch a ball in striking and fielding game.</li><li>- To apply a simple tactic in a striking and fielding game.</li><li>- To demonstrate bowling a ball underarm with accuracy.</li><li>- To make a simple assessment of their own performance based on the success criteria.</li></ul>	- Striking and Fielding: Maple, Summer2 (Cycle A)
	<b>Key Vocabulary</b>	Underarm throw, striking and fielding, tee, tactics, bowling, success criteria, opponent.		<b>Deeper Learning</b>	<ul style="list-style-type: none"><li>- Children consider where to strike a ball from a tee to gain an advantage.</li><li>- Children can strike a ball bowled by an opponent into space.</li><li>- Children show a deeper understanding of how to improve performance.</li></ul>
<b>Religious Education (Christianity: Church)</b>	<b>What does 'Love your neighbour' really mean?</b>				
	<ul style="list-style-type: none"><li>- Christianity: Church (Ash Autumn 2: Cycle A)</li></ul>	<ul style="list-style-type: none"><li>- Know that agape means 'selfless love of others.</li><li>- Know that Jesus taught his followers using parables.</li></ul>	<ul style="list-style-type: none"><li>- Parables teach Christians the correct way to behave.</li><li>- Christians believe we should treat others as we would like to be treated ourselves.</li></ul>	<ul style="list-style-type: none"><li>- Retell some of the main parables of Jesus.</li><li>- Explain how and why parables might be an important source of guidance for Christians.</li></ul>	<ul style="list-style-type: none"><li>- Christianity: Church (Maple Summer 1: Cycle A)</li></ul>

	- Christianity: Church (Yr2, Summer 1)	<ul style="list-style-type: none"><li>- Know that parables are stories with a moral that make use of familiar settings.</li><li>- Know that Jesus told parables to encourage those who heard them to behave in a particular way.</li><li>- Be familiar with the Parable of the Good Samaritan and the parable of the Unforgiving Servant.</li><li>- Know that in Christianity, the term ‘neighbour’ often refers to ‘others.’</li></ul>	<ul style="list-style-type: none"><li>- Be able to talk about wisdom they have received from others (i.e. a parent or grandparent) or from stories.</li><li>- Identify messages they would want to pass on to others.</li></ul>	<ul style="list-style-type: none"><li>- Describe and explain (with examples) Christian attitudes about how to treat others.</li><li>- Explain (with examples) how and why people might use stories to pass on wisdom and guidance.</li><li>- Discuss examples of wisdom and guidance that they have learnt from stories.</li><li>- Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this.</li></ul>	- Christianity: Church (Ash Autumn 2: Cycle A)
	<b>Key Vocabulary</b>	Parable, moral, good Samaritan, neighbour, guidance, wisdom		<b>Deeper Learning</b>	
<b>French (Family)</b>	<b>How do I talk about my family in French?</b>				
	<ul style="list-style-type: none"><li>- Introduction to French through earlier study in KS2.</li></ul>	<ul style="list-style-type: none"><li>- Know the French words for mum, dad, sister and brother.</li><li>- Know that both ‘ma’ and ‘mon’ means ‘my’ in French.</li><li>- Know that ‘mon’ is used before most masculine nouns.</li><li>- Know that ‘ma’ is used before feminine nouns that begin with consonants.</li></ul>	<ul style="list-style-type: none"><li>- Recognise the written French for mum, dad, sister and brother.</li><li>- Recognise if a French noun is masculine or feminine.</li><li>- Spell French nouns for family members correctly.</li></ul>	<ul style="list-style-type: none"><li>- <b>To know the French words for close family members.</b></li><li>- <b>To identify the meaning of vocabulary by matching pictures and words.</b></li><li>- <b>To say words and phrases that match pictures.</b></li><li>- <b>To read and understand simple written phrases.</b></li><li>- <b>To write simple, familiar phrases within a sentence writing frame.</b></li><li>- <b>To use the correct gender for the vocabulary taught with increasing accuracy.</b></li></ul>	<ul style="list-style-type: none"><li>- Recognise how word order differs from English (Yr5)</li><li>- Understand that verbs change to match a subject (Yr5)</li></ul>
	<b>Key Vocabulary</b>	ma mère, mon père, mon frère, ma sœur		<b>Deeper Learning</b>	<ul style="list-style-type: none"><li>- Speak confidently and fluently using correct pronunciation.</li><li>- Begin to add further information about family (i.e. names, number of siblings etc).</li></ul>

Year 3

Year 4